

**SACRED HEART UNIVERSITY**  
**GRADUATE PROGRAM IN OCCUPATIONAL THERAPY**  
**OT 504: THERAPEUTIC USE OF SELF**  
**FALL 2024**  
**SYLLABUS**

*“When we are mindful, deeply in touch with the present moment, our understanding of what is going on deepens, and we begin to be filled with acceptance, joy, peace and love”. Thich Nhat Hanh*

**CREDIT HOURS: 2**

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**Office Hours:** By appointment – In Person, Phone or Video

**CLASS DAY AND TIME:**

Section D	Monday	9:30 AM to 11:30 AM
Section C	Monday	12 Noon to 2 PM
Section A	Wednesday	11 AM to 1 PM
Section B	Thursday	1 PM to 3 PM

**CLASS FORMAT**

Seminars, Lectures, Discussions, Readings, and In-class Learning Activities

**COURSE DESCRIPTION**

This first trimester course is designed to promote reflection on the educational process and the individual student’s future occupational therapy practice. Students will complete reflective self-assessments and analyze them to determine their own values, ethical

stance, professional behaviors, knowledge, and skills necessary for developing a professional identity. Course formats will include lectures, readings, links, discussions, learning activities such as role play.

## **COURSE RELATIONSHIP TO OCCUPATIONAL THERAPY PRACTICE AND AOTA VISION 2025**

The AOTA vision currently states that “Occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living.”

<https://www.aota.org/AboutAOTA/vision-2025.aspx>

**OT505 reflects the AOTA Vision 2025 which builds upon the Centennial Vision and describes pillars or guideposts that further defines Occupational Therapist as being:**

- **Effective:** As a student and future occupational therapist, you will utilize evidence based, client centered interaction skills to communicate and work effectively with clients, families, colleagues, and the public
- **Leaders:** In assuming leadership roles, your relationship skills will support your ability to influence others and effect positive change.
- **Collaborative:** As a student and future occupational therapist, your relationship knowledge and skills will enhance your working with clients, other professionals, and systems to produce effective outcomes.
- **Accessible:** As a student and future occupational therapist you will be accessible by providing culturally responsive and customized services.
- **Equity, Inclusion, and Diversity:** We are intentionally inclusive and equitable and embrace diversity in all its forms. Through the acquisition knowledge about yourself and others you will develop the ability to appreciate the diverse population and communities that you will treat and work with and among.

## **RELATIONSHIP TO CURRICULUM DESIGN**

Our curriculum design reflects the mission and philosophy of our program. The design of our program is depicted by the longstanding symbol of the occupational therapy profession, going back to our professional history and roots, that of the symbol of weaving. Weaving is the craft of fabric production, in which two distinct sets of yarns or threads are interlaced at right angles to form a fabric or cloth. The visual representation of a piece of cloth shows the intersections of the warp and weft of the woven fabric. The warp are the values of the profession, the program, and the university which run throughout the curriculum. The weft are the threads of occupational therapy content knowledge, skills, and experiences that comprise the foundation of our program.

## PROGRAM VALUES

The core concept the SHU OT program is “Transformation through values-based education.”

Human and spiritual values reflect our search for truth and meaning. The following values are threaded and embedded throughout our curriculum. These values are fundamental to the transformation of our occupational therapy students.

- **Authenticity:** genuineness, being real or true to oneself, transparency, sincerity
- **Justice:** fairness, inclusiveness, egalitarianism, objectivity
- **Integrity:** honesty, trustworthiness, related to moral principles, understanding of self, and ethical reasoning
- **Altruism:** service, compassion, selflessness, acting out of concern for another, social conscience, engagement with others
- **Open-mindedness:** curiosity, acceptance, pluralism, receptiveness to new ideas and the “other”

As one of the first courses in the curriculum this course is designed to weave together self-knowledge and evidenced based professional relationship knowledge with practice of the associated skills to enable the therapeutic use of yourself as a student and a future practitioner. The skills you learn in this course will be used throughout your academic studies and further developed in your Level I and Level II fieldwork experiences. This course addresses the values of authenticity, integrity and open-mindedness.

## CONCEPTUAL MODEL FOR THIS COURSE

The Model of the Intentional Relationship in occupational therapy, as developed by Renee Taylor, PhD., is used as the theoretical model for this course. See the diagram on p. 48 of the course text for a concept mapping of the main constructs of the Model.

## MY THOUGHTS ABOUT KNOWLEDGE AND LEARNING

I believe that the true learning that applies in occupational therapy emerges from a grounding in knowledge that informs practice and is operationalized in skilled performance and in the context of relationship. What this means to you in this class is that you will develop knowledge related to the Intentional Relationship Model and professional interactions from readings and lectures. You will also engage in assignments and activities, such as role playing, that will give you an opportunity to apply those skills. Throughout, you will reflect on the affective dimension of what you are doing, in other words, how does that reflect your values and those of the profession, and further the effectiveness of your professional relationships.

## EXPECTATIONS

### WHAT YOU CAN EXPECT FROM ME

#### Attendance

- I will be present for each class. If circumstance arise that may prevent this I will make other arrangements for alternate instruction.

#### Readiness for Teaching

- Readings, PowerPoints, and other activities are to be completed before class and will be posted on BB at least 7 days before class, with the exception of additional material that I may discover within that time frame that will enhance your learning of a particular topic.
- Classes will start on time.

#### Assignments

- Assignments and rubrics will be posted under the Assignments button on BB
- I will grade your papers and have things back to you within one weeks of the assignment due date unless circumstances change, for instance, the due date is extended or individual assignments are late and information regarding the completed assignment cannot be communicated to the class until all assignments are completed

#### Professional behavior

- I will answer emails within 2 business days. If something is urgent I expect that you will communicate that and I will answer as soon as possible.
- If I have a concern about you or your work I will speak directly to you.

### WHAT I EXPECT OF YOU

*“The most precious gift we can offer anyone is our attention. When mindfulness embraces those we love, they will bloom like flowers.” Thich Nhat Nanh*

#### Attendance

- Regular attendance is required. Please note that, while classes might take place online (using Zoom, WebEx or Microsoft Teams) in case of inclement weather or other unforeseen circumstances, attendance policies for the online classes are the same as for the in-person classes. As per program policy, a 100 % attendance rate for all courses is required. Absences from classes are allowed only under extraordinary circumstances, such as illnesses, emergencies, religious obligations, or important family events, e.g., wedding of an immediate family member. Documentation for an absence due to an important family event requires at least three weeks advance notice, and documentation of all other absences confirming circumstances that caused them are required within a week of returning to school. Please contact the course instructor in advance of an absence, unless it is an emergency. In case of emergency notify the department as soon as possible. Failure

to follow these procedures will result in the total grade reduction of one half letter grade increment for each unexcused absence.

### Readiness for Learning

- You should be in class and ready to start on time.
- You are expected to have the current edition of the required textbook.
- **You are expected to have completed assigned readings and learning activities prior to the class to which they pertain.**
- It is impossible to attend to class and attend to your laptop/cellphone unless you are typing notes. This means that **you will not be texting, instant messaging, or on social media sites or any other websites that do not pertain to class.** It is understood that emergencies happen, and if you receive a text or call of that nature, then you should respond as necessary, but as an adult it is expected that you know what is or is not an emergency.

### Responsibility for course material

- All material covered in class and posted on Blackboard is your responsibility even if you are absent.

### Assignments

- Assignments must be turned in on time unless you have spoken me in advance of the due date and have come to an agreement with me about an alternate arrangement. Late assignments without prior communication and arrangement will have 5 % of the assignment grade deducted for every day the assignment is late.
- You are expected to write professionally at the graduate student level. This means that your spelling and grammar are correct, slang is not used, and citations are according to APA guidelines. Assignments that do not meet that criteria will be returned ungraded for revision, and the policy regarding late assignments will be applied if indicated.

### Professional behavior

- Students are expected to demonstrate professional communication in all its forms, verbally, written, email, and other electronic communication. The use of email and electronic communication can lead to misunderstandings regarding *tone of voice* in joking or sarcasm. Please be aware of this and be clear in all your communication. All communication must demonstrate respect toward your peers and course instructor.
- Students are expected to follow the University and Program's policies with regards to honesty and academic integrity as well as AOTA's Code of Ethics.
- The best way to resolve concerns and or problems is to speak directly with the person involved, be that another student or an instructor. If you need assistance in knowing how best to make your concerns or needs known before speaking with the person involved, your advisor is a good resource to assist you in this.

## **The Center for Teaching and Learning**

The Center for Teaching and Learning (CTL) offers the following services free of charge to all SHU students: 1-on-1 tutoring with professional and peer tutors; group study sessions and office hours led by Classroom Learning Assistants (CLAs); specialized Learning Labs in math, biology, and genetics; writing support through the Writing Center and online writing lab (OWL). The University encourages all students to proactively seek academic support.

The CTL is located on West Campus in suite W-223B. Students can schedule tutoring appointments on the tutoring portal. For more information, please contact Lisa Henderson, Coordinator of Learning Support Services, at [hendersonl3@sacredheart.edu](mailto:hendersonl3@sacredheart.edu) or visit our learning support services webpage.

## **Academic Accommodations & The Office of Student Accessibility**

Sacred Heart University provides equal educational opportunities for all students regardless of disability status. Students requesting accommodations should contact the Office of Student Accessibility. Students must be registered with the Office of Student Accessibility and submit appropriate documentation to be granted accommodations. For further information about requesting accommodations, please contact Kathy Radziunas, Director of the Office of Student Accessibility, [radziunask@sacredheart.edu](mailto:radziunask@sacredheart.edu) or Laurie Scinicariello, Assistant Director of the Office of Student Accessibility, [scinicariello@sacredheart.edu](mailto:scinicariello@sacredheart.edu).

## **CONSENT TO VIDEO AND AUDIO**

To the extent permitted by federal and state copyright laws, the class lectures and materials provided by the professor are copyrighted. By participating in the class lectures, students consent to the video and audio recording of said lectures. As part of the requirements of the course, students are required to participate, whether in person or via electronic communications. At the professor's discretion, he or she may require students to leave their audio and video devices on during the class lectures.

## **TEACHING AND LEARNING METHODS**

The course has seminars, in class discussions, readings, role-play, in class learning activities, demonstrations, and online material in Blackboard. Written and video assignments in and outside of class will provide an opportunity to practice the iterative nature of self-reflection needed to advance through levels of critical thinking and clinical reasoning throughout a lifetime of occupational therapy practice.

## COURSE POLICIES

**STUDENT BUDGET FOR COURSE SUPPLIES:** None required for this course

**INDIVIDUAL AND GROUP WORK:** This course demands both individual work and group work. All individual assignments and homework's must be completed independently

**ACADEMIC INTEGRITY:** refer to *Program Manual*

**ATTENDANCE:** refer to *Program Manual*

**PROFESSIONAL BEHAVIORS:** refer to *Program Manual*

## REQUIRED TEXTS

Taylor, R. R. (2020). *The intentional relationship: Occupational therapy and use of self* (2<sup>nd</sup> ed.). Philadelphia: F.A. Davis. ISBN-13: 978-0-8036-6977-2

## RECOMMENDED RESOURCES

**[Intentional Relationship Model Website: https://irm.ahs.uic.edu/about-irm/](https://irm.ahs.uic.edu/about-irm/)**

## PULLING IT ALL TOGETHER WITH LEARNING OBJECTIVES

Each program in OT must meet the same Accreditation Council for Occupational Therapy Education (ACOTE) standards. How they are met varies from program to program. In each program, each standard must be addressed in at least two courses. The standards that are addressed in this course are listed below. To review each standard, please refer to the 2018 standards on the **[ACOTE website https://acoteonline.org/accreditation-explained/standards/](https://acoteonline.org/accreditation-explained/standards/)**

The course learning objectives are linked to the ACOTE standards as well as the program's objectives, mission and vision, and the overall curricular design. The chart below shows the connection between the course learning objectives, the program objectives they are linked to, the ACOTE standards that are addressed in this course, as well as how we plan to meet and measure the learning objectives for this course. By the time you graduate from the program and in preparation for entry-level practice, you should meet the course objectives, program objectives, and ACOTE standards.

All course expectations are designed according to Bloom's Taxonomy of Learning Domains. This course will facilitate students to perform within the cognitive processes

dimensions of Remember, Understand, Apply, Analyze, Evaluate, and Create and the knowledge dimensions of Factual, Conceptual, Procedural, and Metacognitive. Refer to [Revised Bloom's Taxonomy](http://www.celt.iastate.edu/teaching-resources/effective-practice/revised-blooms-taxonomy/) <http://www.celt.iastate.edu/teaching-resources/effective-practice/revised-blooms-taxonomy/>

**The student will actively participate to accomplish and meet the outcomes to:**

**Learning Objectives**

<b>Course Learning Objective</b>	<b>Program Outcome</b>	<b>2018 ACOTE Standards (effective July 31, 2020)</b>	<b>Learning Experiences</b>	<b>How will the Learning Objective be Measured?</b>
Students will demonstrate an understanding of the development and concepts, knowledge, and skills related to the Model of the Intentional Relationship (IRM), its importance for, and utilization in the practice setting.	Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning.	<b>B.2.1.</b> Apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments. <b>B.2.2.</b> Explain the process of theory development and its importance to occupational therapy.	Recorded Seminar, readings, links, class discussion and learning activities and or role play.	Exam, video assignment. Modes Assignment
Students will demonstrate understanding of the historical influences in society and in the profession that led to the development of the IRM and the importance of the use of the IRM to enhance the effect of occupational therapy practice.	Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning	<b>B.3.1</b> Analyze occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice	Recorded Seminar, readings, links, class discussion	Exam



<p>Students will demonstrate the ability to evaluate individual characteristics and situational contexts to decide which mode or mode sequence would be best to use in interactions with clients, clients' families and significant others, colleagues, other health providers, and the public, and to change modes as indicated by the needs expressed within the events of the ongoing interaction.</p>	<p>Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning.</p> <p>Engage in continual learning and evidence-based practice with intellectual open-mindedness</p>	<p><b>B.4.1.</b> Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills.</p> <p><b>B.4.4.</b> Evaluate client(s) occupational performance, including occupational profile, by analyzing and selecting standardized and non-standardized screenings and assessment tools to determine the need for occupational therapy intervention(s). Assessment methods must take into consideration cultural and contextual factors of the client. Interpret evaluation findings of occupational performance and participation deficits to develop occupation-based intervention plans and strategies. Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based</p>	<p>Recorded Seminar, readings, links, class discussion and learning activities and or role play, written reflection, goal setting.</p>	<p>Exam, Video Assignment, Modes Assignment, Narrative Assignment</p>
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		on available evidence. <b>B.4.22.</b> Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention.		
Students will identify optimal use of the IRM to facilitate meeting the client’s occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness.	Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning.  Exhibit team collaboration skills, inter-professional practices, and culturally competent communication	<b>B.4.23.</b> Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness.	Recorded Seminar, readings, links, class discussion and learning activities and or role play.	Exam, Video Assignment
Students will demonstrate therapeutic use of self, including one’s personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.	Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning.	<b>B.4.1.</b> Demonstrate therapeutic use of self, including one’s personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.	Recorded Seminar, readings, links, class discussion and learning activities and or role play.	Exam, Video Assignment, Narrative Assignment
Students will demonstrate the ability to apply the Instruction Mode of the Model of the Intentional	Demonstrate the knowledge and skills required of an entry level occupational	<b>B.4.21.</b> Demonstrate, evaluate, and utilize the principles of the teaching–learning process using	Recorded Seminar, readings, links, class discussion	Exam, Video Assignment

<p>Relationship and the Teach Back method in interactions with clients, clients' families and significant others, colleagues, other health providers, and the public.</p>	<p>therapist, including critical thinking and clinical reasoning.  Exhibit team collaboration skills, inter-professional practices, and culturally competent communication</p>	<p>educational methods and health literacy education approaches:</p> <ul style="list-style-type: none"> <li>• To design activities and clinical training for persons, groups, and populations.</li> <li>• To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience.</li> </ul>	<p>and learning activities and or role play.</p>	
<p>Students will demonstrate integration of the core values and ethics of the profession of occupational therapy in the application of the Model of the Intentional relationship</p>	<p>Apply ethical reasoning aligned with the AOTA and the program's values to make decisions and practice professionally</p>	<p><b>B.7.1.</b> Demonstrate knowledge of the American Occupational Therapy Association (AOTA) <i>Occupational Therapy Code of Ethics</i> and AOTA <i>Standards of Practice</i> and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts.</p>	<p>Recorded Seminar, readings, links, class discussion and learning activities and or role play.</p>	<p>Exam, Reflection Assignment</p>
<p>Students will demonstrate an understanding of how to utilize the different modes to respond to clients in a manner that promotes emotional and behavioral safety</p>	<p>Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and</p>	<p><b>B.3.7.</b> Demonstrate sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as</p>	<p>Recorded Seminar, readings, links, class discussion and learning activities and or role play.</p>	<p>Exam</p>

with the context of any treatment setting.	clinical reasoning  Apply ethical reasoning aligned with the AOTA and the program's values to make decisions and practice professionally	appropriate to the setting and scope of practice.		
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### DESCRIPTION OF ASSIGNMENTS AND GRADING

<b>ASSIGNMENT</b>	<b>DESCRIPTION</b>	<b>Percentage</b>
Assignment One: Interpersonal Traits Survey	Students will complete a survey to determine their own particular traits and to identify those they would like to develop that will contribute to their successful use of self in practice. They will develop goals for developing underdeveloped or absent traits.	<b>0</b>
Assignment Two: Therapeutic Modes	Students will complete a survey to determine their own preferred modes and to identify those they would like to develop that will contribute to their successful use of self in practice. They will develop goals for developing lesser preferred modes.	<b>5</b>
Mid term Exam 1- Application questions	Multiple Choice- noncumulative Chapters 1-5 and other written material	<b>25</b>
Narrative Assignment	Students will read and insert themselves as an active character in a narrative based on a description of a situation, which will be posted on BB, and reflect from a narrative perspective	<b>10</b>
Reflection	Reflection on: 1. What you have learned in this class and how it had resulted in personal and professional growth particularly in relation to the core values and ethics of the profession of occupational therapy, and 2. What progress you have made on reaching your Mode goals.	<b>5</b>
Video Assignment – Presentation	Part A: Students will be given a case and develop a script that integrates knowledge and skills	<b>30</b>

	related to the Model of the Intentional Relationship and demonstrates the same in a video presentation. They will show their video and explain to the other students in their section what knowledge and skills are demonstrated, and they will be prepared to answer questions. They will include an example of the Teach Back method.	
Final-Application questions	Multiple Choice- noncumulative weeks Chapters 6 -15 and other written material	<b>25</b>

**Proper APA in-text citations and references required on all written work. Failure to properly cite could result in unintentional plagiarism. Please familiarize yourself with departmental and university academic integrity policies.**

### **Our Commitment to Diversity, Equity, and Inclusion**

Sacred Heart affirms and strives to make available for every student a learning environment that is welcoming, equitable, and culturally sensitive and is supported by a curriculum that celebrates diverse voices, fosters agency, and encourages the capacity for self-advocacy. Although we at SHU MSOT program know there is much work to be done, we will do what is needed to advance the cause of social justice on our campus and in the community as we learn together and from each other. To read more, visit the You Belong at SHU web page <https://www.sacredheart.edu/sacred-heart-life/you-belong-at-shu/>

If you have any ideas about ways to enhance your success, please reach out to your faculty or the Program Director. If you feel that you have been mistreated in any way, you are encouraged to submit a Bias Incident Report or contact [diversityandinclusion@sacredheart.edu](mailto:diversityandinclusion@sacredheart.edu)

**TOPICAL OUTLINE.**

<b><i>“When you love someone, the best thing you can offer is your presence. How can you love if you are not there?” Thich Nhat Hanh</i></b>				
<b>Week</b>	<b>OT504 Week beginning:</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignments</b>
1	8/26	1. Introduction to the course <b>Traits Assignment – Complete Section 2.1 and bring to class <u>Due for Week 1 Class</u></b>	Chapters 1 & 2	<b>Traits Assignment – Complete Section 2.1 and bring to class <u>Due for Week 1 Class</u></b>
2	9/2 Holiday  All sections - Asynchronous	Introducing the Intentional Relationship Model and the Modes	Chapters 3 & 4	Watch recorded lectures
3	9/9	Introducing Mindfulness and the Affective Domain	www.mindful.org	<b>Final Traits Assignment Due end of Week 3 - Upload to BB</b>
4	9/16	Being Client-Centered: Understanding Interpersonal Characteristics and Mode Preferences	Chapter 5	
5	9/23	Complexities Within Client-Therapist Relationships: Inevitable Interpersonal Events of Therapy	Chapter 6	
6	9/30	Uncomplicating the Complicated: The Interpersonal Reasoning Process	Chapter 7	
7	10/7	Therapeutic Communication	Chapter 8	Professional Behavior, Values, and Ethics;

				On Being Intentional on Fieldwork and in Interprofessional Practice Settings <a href="#">Ch. 15 Intentionality Worksheet for Recipients of Supervision</a>
8	10/14	<b>MIDTERM</b> Ch 1-5 and class materials/readings	<b>MIDTERM</b>	<b>MIDTERM</b>
9	10/21	Professional Behavior, Values, and Ethics; On Being Intentional on Fieldwork and in Interprofessional Practice Settings	Chapter 15	<b>In class</b> <a href="#">Ch. 15 Intentionality Worksheet for Recipients of Supervision</a>  <b>Final Modes Due End of Week 9 Upload to BB</b>
10	10/28	Establishing Intentional Relationships	Chapter 9	
11	11/4	The Intentional Interview and Strategic Questioning	Chapter 10	<b>Narrative Assignment Due end of week 11 - Upload to BB</b>
12	11/11	Understanding Families, Social Systems, and Group Dynamics in Occupational Therapy	Chapter 11	
13	11/18	Understanding and Managing Difficult Behavior	Chapter 12	
14	11/25 Thanksgiving Week	Resolving Empathic Breaks and Conflicts	Chapter 13	<b>Reflection Assignment – all sections due December 1, 2024</b>



	All Classes on Monday 11/25 Sections A & B 8-10am Sections C&D 10am-12pm			
15	12/4	<b>Finals – noncumulative - Date TBA</b>	<b>Final Exam</b>	<b>Final Exam</b>

- Please note this Topical Outline is subject to change.